

# HOW

The national report on the learning  
and earning of young Australians

# YOUNG

HOW ARE YOUNG AUSTRALIANS FARING  
in the labour market?

# PEOPLE

HOW WELL IS OUR EDUCATION AND  
training system delivering successful  
pathways for this transition?

# ARE

WHICH YOUNG PEOPLE ARE MOST 'AT RISK'?

# AT A GLANCE

# FARING

# 2012

HOW ARE YOUNG AUSTRALIANS FARING  
in their transition from education?



FOUNDATION FOR  
Young Australians

## ACKNOWLEDGMENTS

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## FOREWORD

**Schooling, training and work have again been in the spotlight in Australia this year. The Gonski Review of Funding for Schooling, for example, has instigated widespread discussion over the best ways to address educational disadvantage. It highlights the need for deep, systemic solutions to some of the persistent challenges outlined in this report.**

The *Independent Inquiry into Insecure Work* earlier this year highlighted the challenges of changing dynamics of the labour force — especially in relation to those who are unskilled and those in casual positions who want to work more and have stability in working life. Changes to funding of vocational education have reignited debate over the best ways of providing a range of pathways for young people to succeed in work and life. One of the ways in which these discussions intersect is on the issue of how best to prepare them for changing worlds of work. They speak to a need for action at a range of levels, from funding and institutional change, to the ways in which knowledge, skills, and literacies that are relevant to life in the 21st century can best be developed.

This year's *How Young People are Faring* is the fifth edition of this annual report produced by the Foundation for Young Australians (FYA) in partnership with the Centre for Research on Education Systems at the University of Melbourne. It provides an important point-in-time snapshot of young people's transitions from school to further study, training and employment.

It shows that there have been some solid gains during the last decade, particularly in educational participation as one critical means of improving opportunities for and life chances of young people. School retention rates have reached the highest level ever recorded. University-level attainment among 24 to 35 year-olds also increased from 24% in 2001 to 35% in 2011, tracking well for the Bradley target of 40%. The evidence continues to affirm the benefits of completing Year 12 or equivalent. Educational attainment improves the labour market and broader life prospects of young people. But long-term trends indicate that much more needs to be done in response to deeper challenges, such as those experienced by young people experiencing disadvantage, geographic isolation and those for whom conventional pathways from school to further study may not be the most desirable.

These findings sit within the context of a labour market that for young people has changed significantly during the last three decades. Opportunities for teenagers to undertake full-time work have declined over the last 25 years. The stability of working life for young people has decreased. More young people who are not in some form of study or training have part-time jobs. Young people change employers and labour force status more regularly.

Opportunities for training in the workplace have deteriorated for teenagers. Apprenticeships are becoming harder to get, although the outlook is slightly better for 20 to 24 year-olds.

Alarmingly, the unemployment rate for all teenagers in the labour force, at 16.6%, is three times higher than for all adults. While there has been improvement on previous years, the rate has not returned to levels prior to the global economic downturn. During a period of relative prosperity this is unacceptable. Opportunities for those who are not in education to find stable full-time work have become scarcer. Positive gains in youth employment have mainly been made in part-time work, reflecting greater fluidity and uncertainty in the working lives of many teenagers. The percentage of teenagers seeking work is as high as it was last year.

Too many young people who are not in work, education and training are from disadvantaged backgrounds, particularly those from low SES families, Indigenous youth, young people with a disability or health problem, those who struggle to do well at school, those who attain low levels of education, and those living in regional and rural areas. Young people living outside metropolitan areas are, for example, less likely to remain in school to Year 12, and have fewer pathways post-school. Disengagement can be debilitating, isolating and incur social, economic and personal costs — for those who are disengaged, for the communities in which they live and for the broader economy.

For many, disengagement and ongoing social exclusion is not a stage in life but a way of life.

This report provides valuable insight into the social dimensions of educational attainment, and the implications for community connectedness and wellbeing. There are links between school completion and participation in other aspects of life, such as civic participation through volunteering. The findings of *How Young People are Faring* serve as a call to action.

FYA's vision is for a generation of connected, confident and optimistic young people with a deep sense of purpose and belonging. Research such as this report is a cornerstone of FYA's efforts, alongside its partnerships and initiatives, to empower young Australians to be successful learners and creative, active and valued citizens. FYA's partnerships reflect a deep commitment to innovative and collective approaches in which young people are at the centre. Its initiatives seek to develop a range of pathways and opportunities for young people to realise their full potential.

The changing conditions of learning, work and life compel us to develop better ways of harnessing broader skills, capabilities and literacies in young people. The growth of precarious and rapidly changing conditions of work has made it imperative that young people, to quote Johanna Wyn, "become skilled at navigating a sea of uncertainty".<sup>1</sup> The combination of a changing youth labour market, long-term unemployment and persistent marginalisation experienced by certain groups reinforces the need to ask: how well are young people prepared for increasingly fluid worlds of work? Skills and competencies beyond literacy and numeracy are important for developing resilience in young people to deal with changing labour force conditions, as well as broader challenges in life. While we routinely assess and report on young people's basic academic skills such as their literacy and numeracy, we lack mechanisms to assess or certify a wider group of skills and attributes necessary for navigating employment and life in general.

Many young people, especially those experiencing disadvantage and exclusion, do not think that their schooling has provided them with the skills necessary for work. There is a diverse range of programs seeking to develop these skills, although they generally operate across a range of locations and in isolation from each other. Some work within existing curriculum frameworks while others provide alternative education programs. Non-government organisations are doing some important work to develop approaches that integrate support with foundational skills, vocational training and work experience aimed at highly disadvantaged groups.

The significant story that emerges from HYPAF is one of a changing landscape of work and learning. The data shows that there have been solid gains in educational attainment for young people and that this has contributed to improved life chances. At the same time the labour market has continued to become more precarious. The lesson that emerges is that traditional education pathways are not enough in themselves to help young people enter the world of work. New approaches are needed to provide young people with the skills needed to negotiate the new labour market. For this reason, a more robust national approach and strategy with regard to careers pathways is required. A reimagined career development strategy could contribute to the development of the skills and capabilities that are not currently being sufficiently developed in school and beyond classroom walls. The strategy could be more explicitly developed across the life course as a means of developing resilience in young people, as well as providing the tools to engage in study, work and life more deeply than in current career development approaches.

FYA is committed to the development of these.

These skills are a core feature of initiatives such as Worlds of Work (wow) and Young People Without Borders. The data presented serve to remind us that what is in the best interests of young Australians cannot be solely understood through the prism of economic values and processes. Disengagement has implications across other domains of life, from personal life satisfaction to one's health and relationships with friends, family and community.

In light of the economic turbulence experienced globally in recent years, one final challenge for all of us is to avoid complacency in our responsibility to young people during times of prosperity, while preparing for whatever uncertainties may lie ahead. Continuing to support, develop and expand pathways to education, training and work, while fostering resilience and opportunity, is the first step in meeting this challenge.

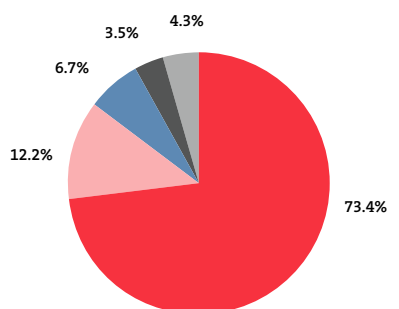


**Dr Lucas Walsh**  
Director of Research and Evaluation  
The Foundation for Young Australians

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<sup>1</sup> Wyn, J. (2009). *Touching the Future: Building skills for life and work*. Melbourne: Australian Council for Educational Research, p.iii.

## TEENAGERS (15 TO 19 YEAR-OLDS) AND THEIR PARTICIPATION IN EDUCATION, TRAINING AND WORK



Education and labour force status of teenagers aged 15 to 19 years, Australia, May 2012 (%)

SOURCE: ABS Labour Force Australia (2012b) (data cube LM3)

NOTES: All students enrolled at school are treated as full-time. Apprentices and trainees may be included in education or in work, depending on how they reported their activity at the time of ABS survey.

■ Not in labour force  
■ Seeking work  
■ Part-time work  
■ Full-time work  
■ Full-time education

**About 85% of teenagers are in full-time education or work, with nearly three-quarters of all teens in full-time education.**

- > More females (77%) than males (70%) are in full-time education.
- > More males (15%) than females (9%) are in full-time work.

**The level of participation in full-time education has risen, while the level in full-time work has fallen.**

- > The total percentage engaged in full-time education or work increased from 83.6% in 2010 to 85.6% in 2012.
- > Full-time participation of females increased from 83.2% in 2010 to 85.6% in 2012, while for males full-time participation rose from 84.1% in 2010 to 85.4% in 2012.
- > As few as 12.2% of teenagers were in full-time employment in 2012, down from 12.8% in 2011.
- > Full-time education was the main activity for 73.4% of teenagers, a substantial increase from 71.7% in the previous year.

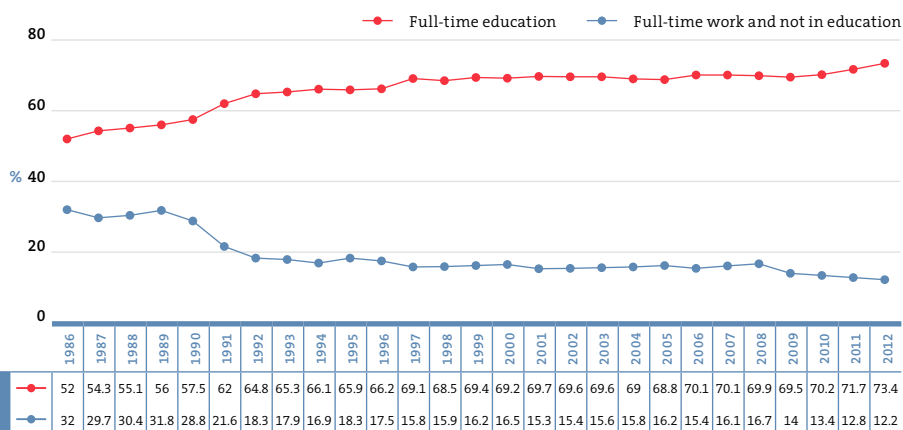
**For teenagers not in education, the labour market appears to have improved slightly over the last year, but with more part-time rather than full-time work.**

- > In 2012, 45.7% of teenagers not in education were employed in full-time work, compared with 45.3% in 2011.
- > In 2012, 25.2% were employed in part-time work as against 23.8% in 2011.
- > Gains in employment rates were matched by a drop in the percentage of teenagers who had withdrawn from the labour force (fall from 17.8% to 16%).
- > The percentage seeking work remained as high as it was in 2011: 13.1%.

Participation in full-time education and full-time work, 15 to 19 year-olds, 1986–2012 (%)

SOURCE: ABS Labour Force Australia (2012b) (data cube LM3)

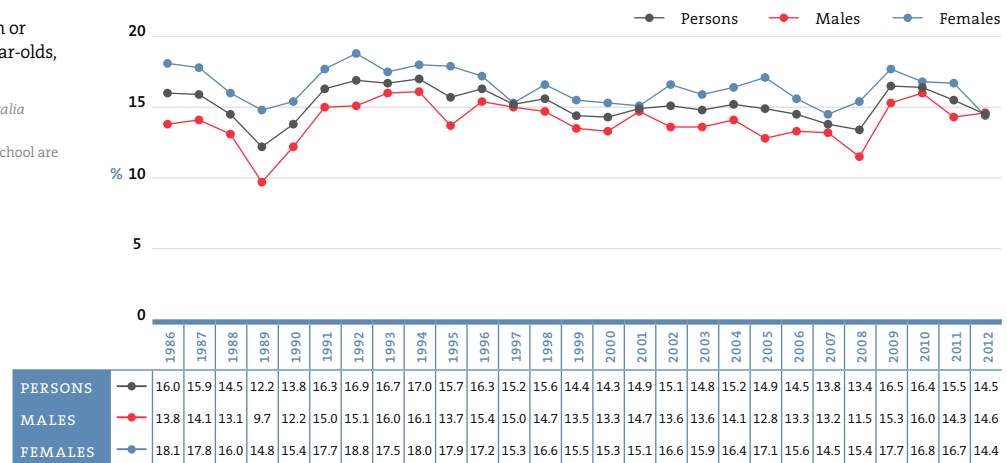
NOTE: All students enrolled at school are treated as full-time.



### Not in full-time education or full-time work, 15 to 19 year-olds, by gender, 1986–2012 (%)

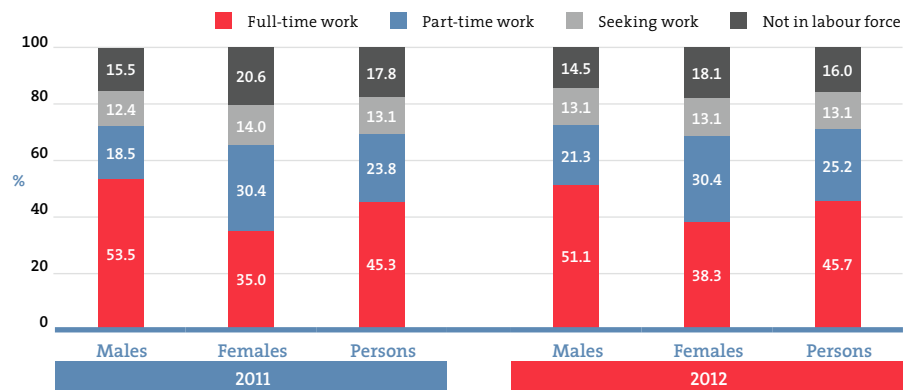
SOURCE: ABS *Labour Force Australia* (2012b) (data cube LM3)

NOTE: All students enrolled at school are treated as full-time.



### Labour force status of teenagers not in full-time education, by gender, 2011 and 2012 compared (%)

SOURCE: ABS *Labour Force Australia* (2012) (data cube LM3)



### Levels of full-time participation in education and work among teenagers vary by age and by state.

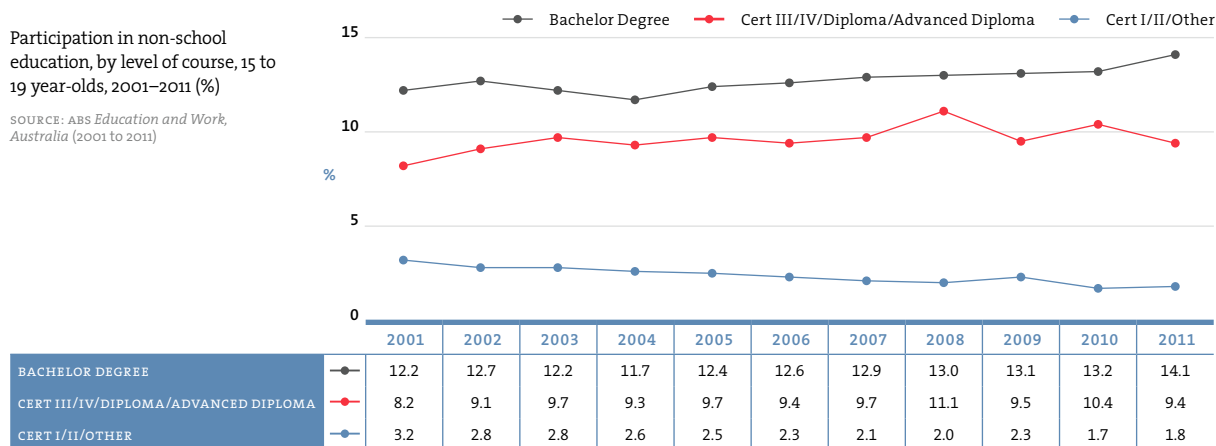
- > One-quarter of older teenagers (18 to 19 year-olds) are not in full-time study or work.
- > Differences between states in school structure and provision affect levels of educational participation and hence levels of full-time study or work.
- > The rate of those not in full-time education or work ranges from 18% in Queensland (where young people complete school at a younger age) to 12.4% in Victoria and the ACT.

### Participation in full-time education has increased in some states more than others in recent years.

- > The largest increases in the five years to 2011 have been in Western Australia (9.2 percentage points) and South Australia (7 points), while Queensland (0.6 points) and New South Wales (2.5 points) had the smallest. The national growth was 3.2 percentage points.

Participation in non-school education, by level of course, 15 to 19 year-olds, 2001–2011 (%)

SOURCE: ABS *Education and Work, Australia* (2001 to 2011)



**There has been a rise in university-level study.**

- > Compared with the previous year, more teenagers in 2011 were undertaking degree-level study (up from 13.2% to 14.1%) while fewer were doing VET qualifications at Certificate III and above (dropping from 10.4% to 9.4%).
- > Higher percentages of females (16.3%) than males (13%) were studying for a degree.
- > The percentage of males undertaking VET qualifications (12.1%) was almost double that of females (6.5%).

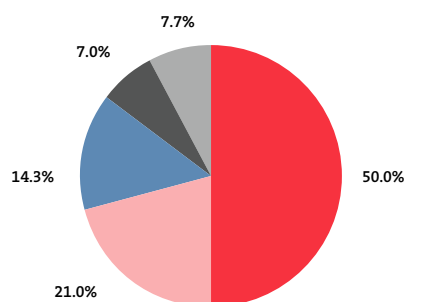
**Opportunities for training in the workplace have declined for teenagers.**

- > The rate of participation in apprenticeship training dropped by half a percentage point from 2010 to 2011, to 8.1%.
- > Fluctuations in training contract numbers have had more impact on males than females, with the percentage of males in apprenticeships falling from 12.3% in 2008 to 10.8% in 2011, while the female rate fell only slightly (5.8% in 2008 to 5.4% in 2011).
- > As a proportion of the teenage population, training commencements among teenagers fell marginally, from 7.8% in 2010 to 7.5% in 2011.



## 02

### SCHOOL LEAVERS AND TRANSITION TO FURTHER EDUCATION AND WORK



Education and labour force status of persons aged 15 to 19 who left school in 2011, by gender, Australia, May 2012 (%)

SOURCE: ABS Labour Force Australia (2012b) (data cube LM3)

■ Not in labour force  
 ■ Seeking work  
 ■ Part-time work  
 ■ Full-time work  
 ■ Full-time education

**Of all school leavers, one-half continued in further education in 2012.**

- > More females (56%) than males (44%) went into further study.

**One in five school leavers is not in education but in full-time work.**

- > More males (25.2%) than females (16.8%).

**Nearly one in three school leavers is not in full-time study or work.**

- > More males (30.8%) than females (27.2%).

**More school leavers entered full-time education or work in 2012.**

- > The total percentage not entering full-time study or work has fallen from 36% in 2009 to 29% in 2012. The main reason for this improvement is the increased participation in education rather than in work.

**Study and employment outcomes vary by school attainment.**

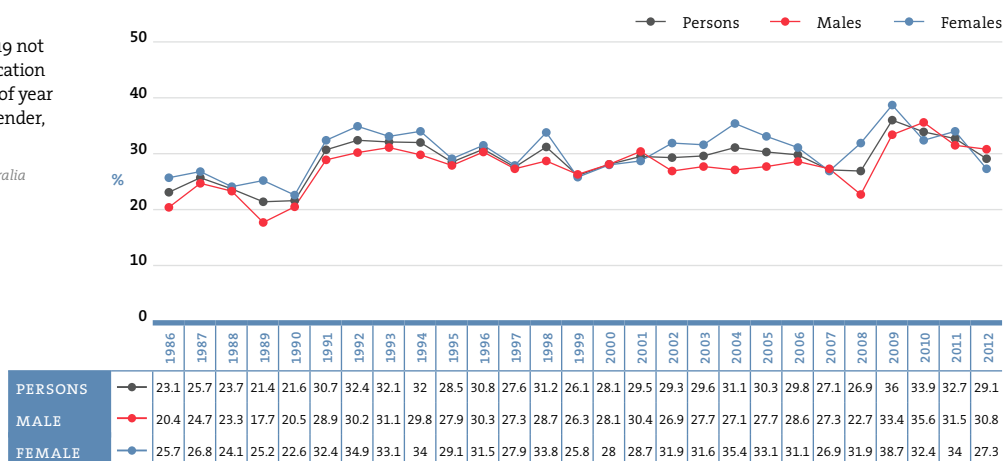
- > Year 12 completers are more likely than early school leavers to continue in study: 62.4% were in either full-time or part-time study the year after leaving school, compared with 35.4% for Year 11 leavers and 36.4% for leavers from Year 10 or below.

**School completion also influences post-school study destinations: four in ten Year 12 leavers in higher education, whereas three in ten early leavers were in TAFE.**

- > School completers are more likely to be in full-time education or work. In 2011, just over two-thirds (68.4%) of all school leavers were in full-time education or work. For Year 12 completers the proportion was three-quarters (75.3%), whereas it was about half for those who had left after Year 11 (53.8%), and slightly lower again for those who left at Year 10 or below (48.3%).

School leavers aged 15 to 19 not engaged in full-time education or full-time work in May of year after leaving school, by gender, 1986–2012 (%)

SOURCE: ABS Labour Force Australia (2012b) (data cube LM3)

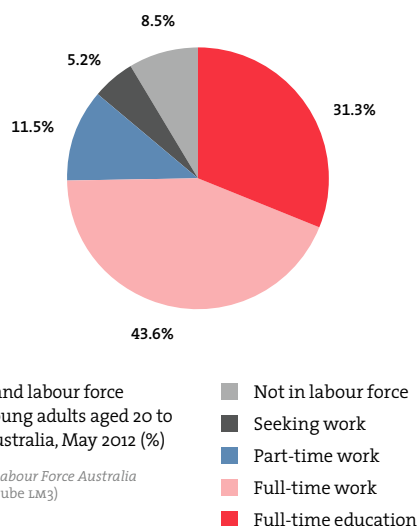


# 03

## YOUNG ADULTS (20 TO 24 YEAR-OLDS) AND THEIR PARTICIPATION IN EDUCATION, TRAINING AND WORK

Three-quarters of 20 to 24 year-olds are engaged in full-time education or work.

- > Nearly 44% of young adults are in full-time work and over 31% are in full-time education.
- > More females are in full-time study than males (32.9% compared with 29.7%), but the gap favouring females is not as wide as in previous years.
- > About five in ten males are working full-time (49.6%), compared with less than four in ten females (37.3%).
- > More than one-quarter of 20 to 24 year-olds were studying for a bachelor degree or higher in 2011 (26.3%).
- > Apprenticeship and traineeship participation remained steady: 7.3% in 2011 compared with 7.2% in 2010.



One-quarter (25.2%) of 20 to 24 year-olds are not in full-time education or work in 2012.

Forms of participation in education and work are changing.

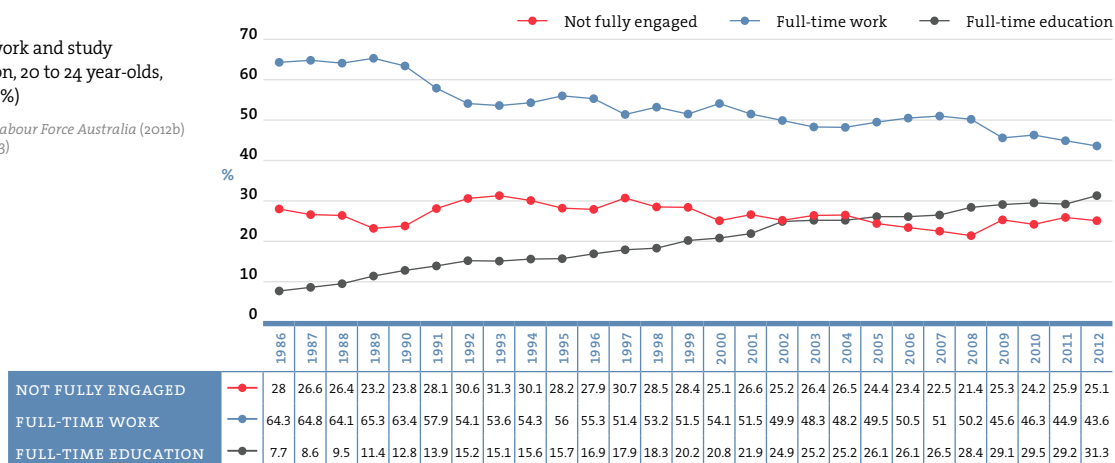
- > Full-time work is decreasing (down from 51% in 2007 to 43.6% in 2012) while full-time education is increasing (up from 26.5% in 2007 to 31.3% in 2012).
- > Part-time employment is increasingly common, up from 25% in 2010 to 26.8% in 2012.

Activities of young adults who are not in full-time study or work differ between males and females.

- > In 2012, females are more likely than males to be in part-time work only (14.4% compared with 8.6%), or to leave the labour force (10.9% compared with 6.1%).
- > Males are more vulnerable than females to unemployment (5.9% compared with 4.4%).

Trends in work and study participation, 20 to 24 year-olds, 1986–2012 (%)

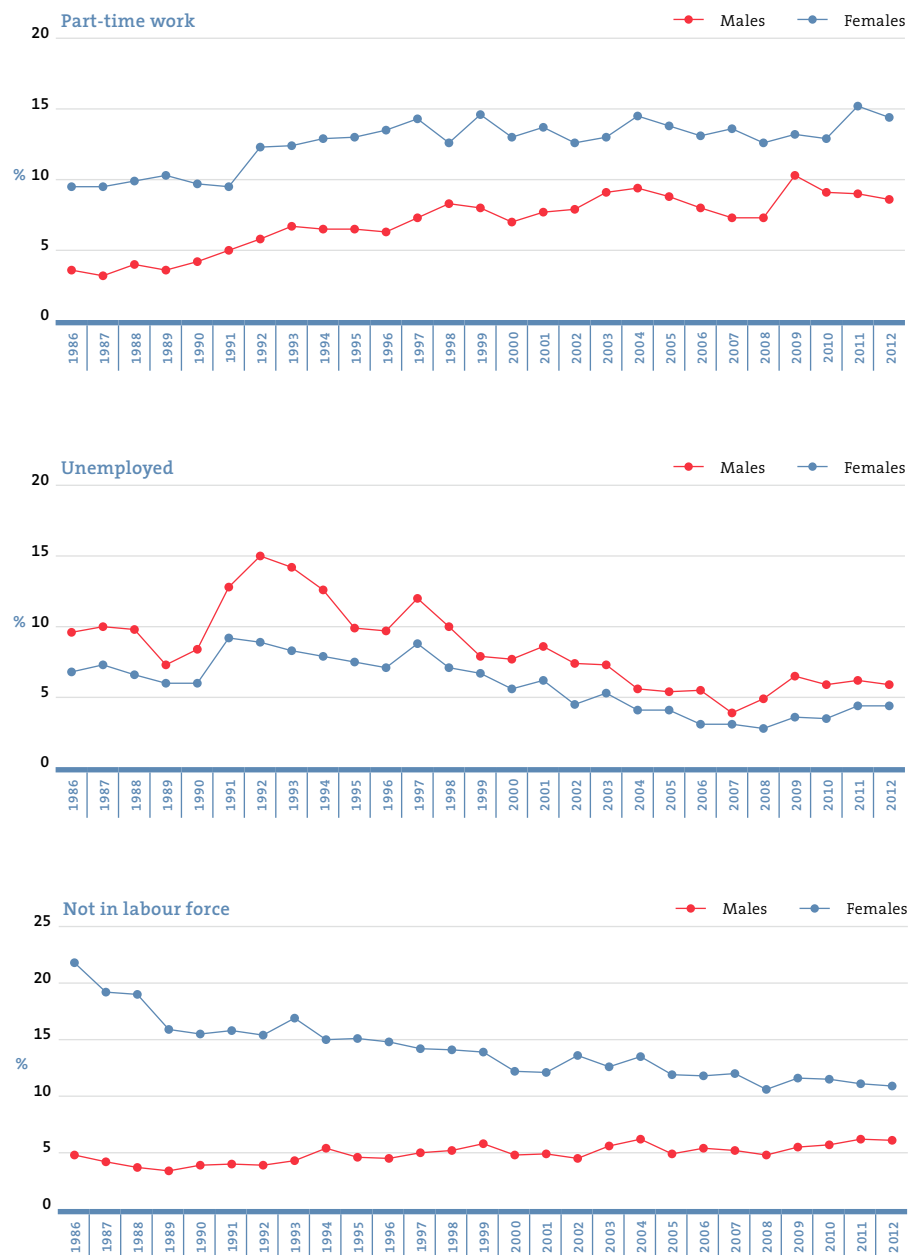
SOURCE: ABS Labour Force Australia (2012b) (data cube LM3)



Young adults not studying full-time and in part-time work, unemployed, or not in the labour force, by gender, 1986–2012 (%)

SOURCE: ABS *Labour Force Australia* (2012b) (data cube LM3)

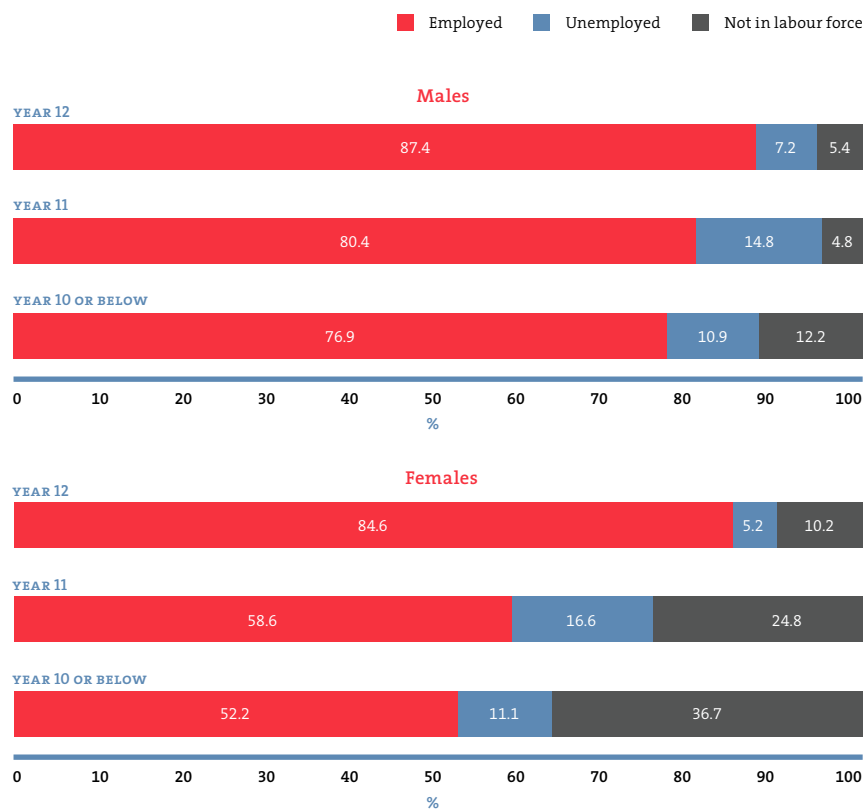
NOTE: See *How Young People are Faring 2012* full report ([www.fya.org.au](http://www.fya.org.au)) Appendix Table A1 for percentage values.



- Female early school leavers are much more likely than male early leavers to withdraw from the labour force: among young adults in 2011, 36.7% of females who left school at Year 10 or below were not in the labour force, compared with 10.2% of female Year 12 completers, 12.2% of males who left school at Year 10 or below and 5.4% of males who completed Year 12.
- Females leave education and the labour force mainly for family reasons.
- Economic factors and skill levels can also be reasons for not seeking employment.

Labour force status of young adults not in education, by highest year of school completed, May 2011 (%)

SOURCE: ABS *Education and Work, Australia* (2011) (Microdata: Survey TableBuilder)



# 04

## THE YOUTH LABOUR MARKET

The size of the teenage labour force is smaller than in the past, and full-time employment is harder to get.

- > The number of teenagers in full-time jobs was almost 270,000 in 2008 but has fallen steadily since the economic downturn, to around 200,000 in 2012.

The unemployment rate for all teenagers in the labour force is three times higher than for all adults.

- > The gap in May 2012 is over 11 percentage points, with adult unemployment at 5.3% and the rate for all teenagers in the labour force at 16.6%.
- > Among all labour force participants, teenage males tend to suffer higher unemployment than females (17.5% compared with 15.8%).

Unemployment among teenagers not in education remains high.

- > In 2012 the rate of unemployment for teenagers not in education was 15.6% — an improvement since 2009, when the level was over 18% — but there has not been a return to the lower unemployment levels of 12–13% that occurred prior to the economic downturn.
- > One in five teenagers not in education is looking for a full-time job — with females more likely than males to be doing so — though far fewer females are not in education.

Changes in the labour market have affected both teenagers and young adults.

- > Long-term trends among young people not in education show that since the mid-1980s full-time employment decreased for teenagers by well over 20 percentage points, to 54.4% in 2012, and for young adults by 10 percentage points, to 72.4%.
- > Part-time employment rates increased significantly for both age groups, more than tripling for teenagers and more than doubling for young adults since the mid-1980s.
- > Unemployment rates are higher among teenagers than young adults — 15.6% compared with 8.6% in 2012 — but the rate for 20 to 24 year-olds is also higher than for the whole adult population.

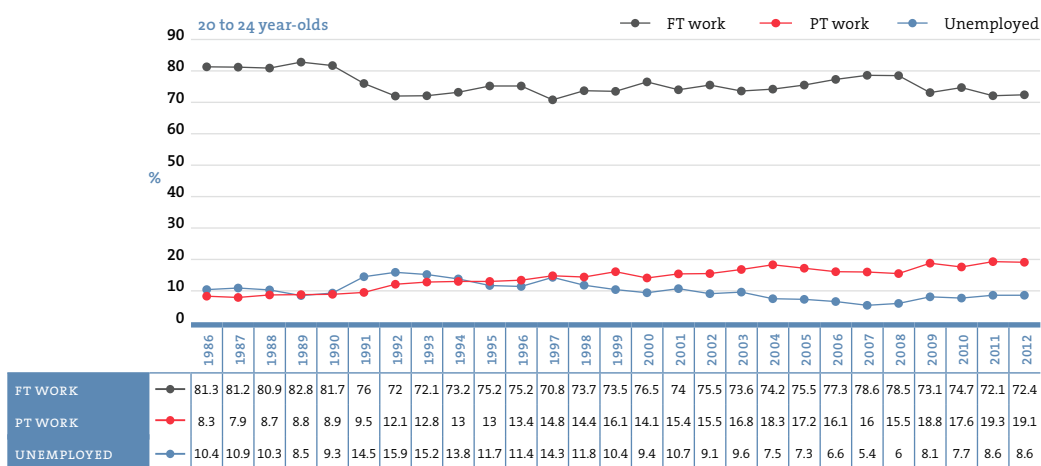
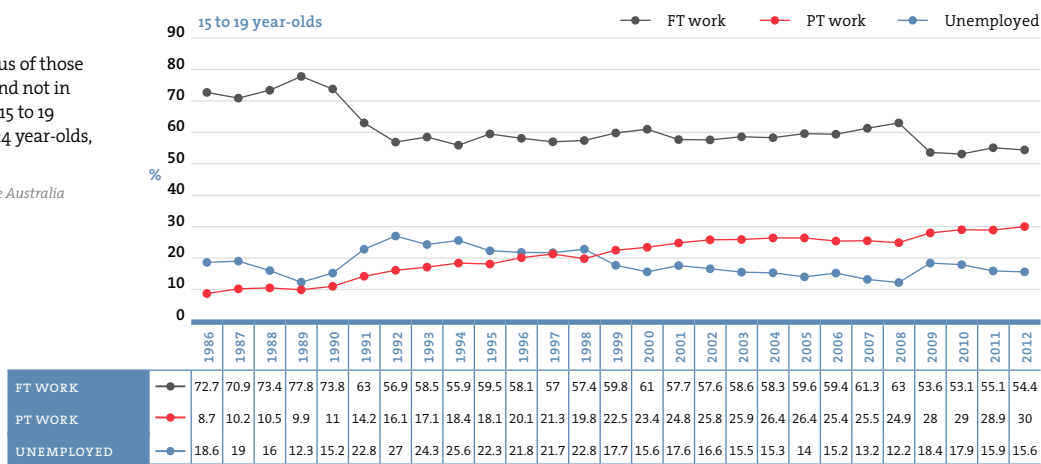
Unemployment rates for 15 to 19 year-olds not in full-time education, by gender, 2001–2012 (%)

SOURCE: ABS Labour Force Australia (2012b) (data cube LM3)



Employment and unemployment status of those in the labour force and not in full-time education: 15 to 19 year-olds and 20 to 24 year-olds, 1986–2012 (%)

SOURCE: ABS *Labour Force Australia* (2012b) (data cube LM3)



### School retention rates have increased over recent years.

- > School retention rates have continued to rise: in 2011 the national rate of retention to Year 12 was 79%, above the previous peak of the early 1990s and the highest level ever reached.
- > Females stay on at school more than do males: the gap is about 10 percentage points.
- > Retention rate increases since 2001 differ between states and territories: the largest increase (by 20 percentage points to 86.3%) occurred in South Australia.

### VET in Schools helps retention.

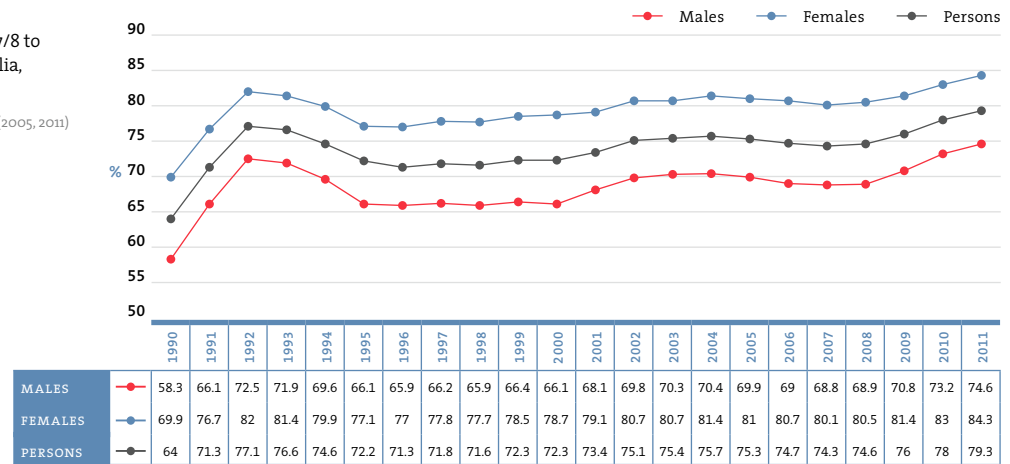
- > Rising school retention (from 74.7% in 2006 to 79.3% in 2011) has coincided with increasing participation in VET in Schools.
- > In 2010, 15.6% of all secondary school students did some VET in Schools, up from 11.7% in 2006.

### Retention and attainment of Year 12 varies according to student characteristics. Longitudinal Surveys of Australian Youth (LSAY) estimates for a national sample of 20 year-olds in 2008 show:

- > Socioeconomic status (SES) has a strong impact. There is 20-percentage-point gap between the highest and lowest SES quartiles in attainment of Year 12. SES differences override gender differences for those from high SES backgrounds, with only a 2-percentage-point gender gap among the most advantaged quartile, compared with an 8-point gap for the lowest SES group.
- > Achievement is strongly correlated with staying on at school, and also overrides the effects of gender. While 63.1% of those from the lowest achievement quartile attained Year 12, this rate amongst the highest achievers was 96.8%. The 8-percentage-point gender gap favouring females among low achievers disappears for those who were in the highest achieving quartile.

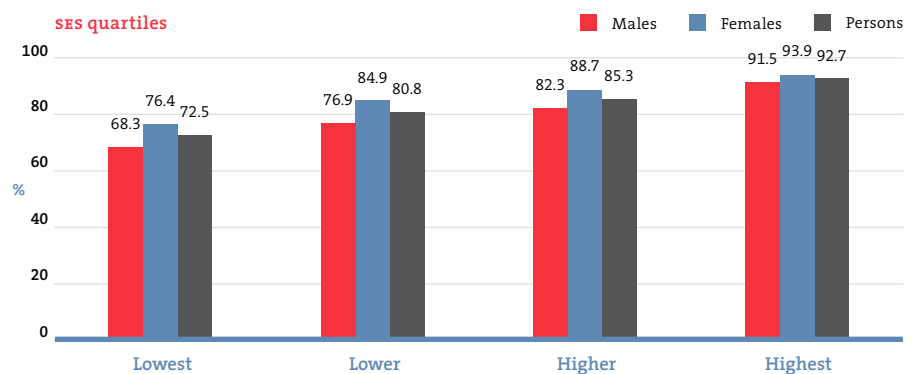
Apparent retention Year 7/8 to Year 12, by gender, Australia, 1990–2011 (%)

SOURCE: ABS Schools, Australia (2005, 2011)



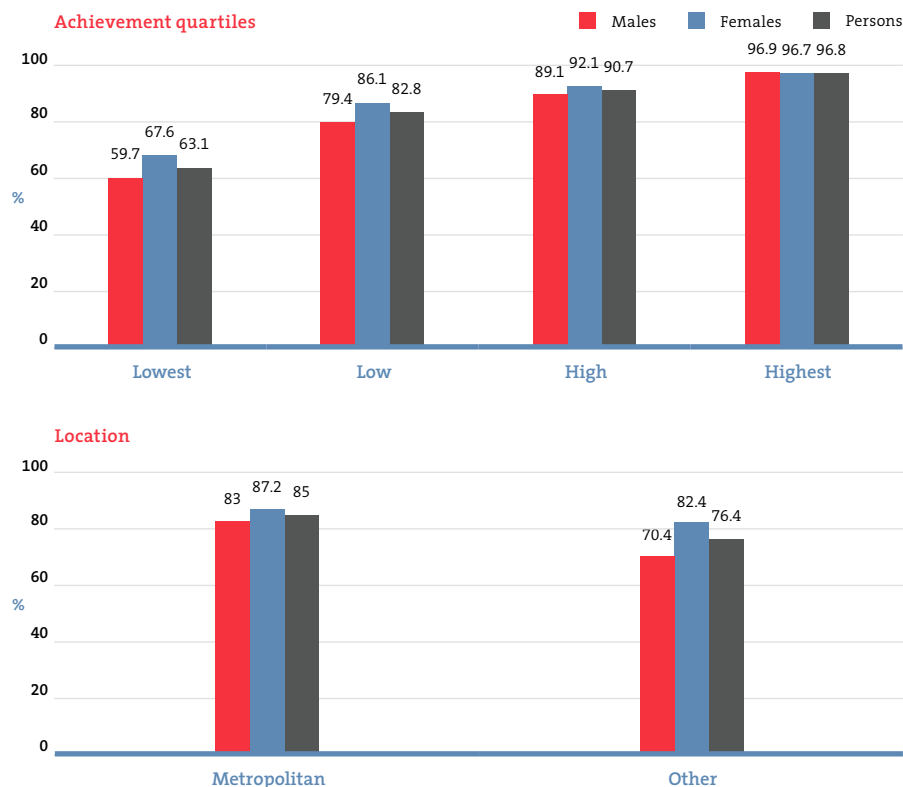
Year 12 attainment by selected background characteristics, 20 year-olds in 2008 (%)  
(CONTINUES OVERLEAF)

SOURCE: LSAY Y03 cohort



(CONT.) Year 12 attainment by selected background characteristics, 20 year-olds in 2008 (%)

SOURCE: LSAY Y03 cohort



- > Students living outside metropolitan areas are less likely to finish school, with 76.4% attaining Year 12 compared with 85% of metropolitan dwellers. The difference in Year 12 attainment according to home location was larger for males (70.4% compared with 83%) than for females (82.4% and 87.2%).

#### Post-secondary attainment.

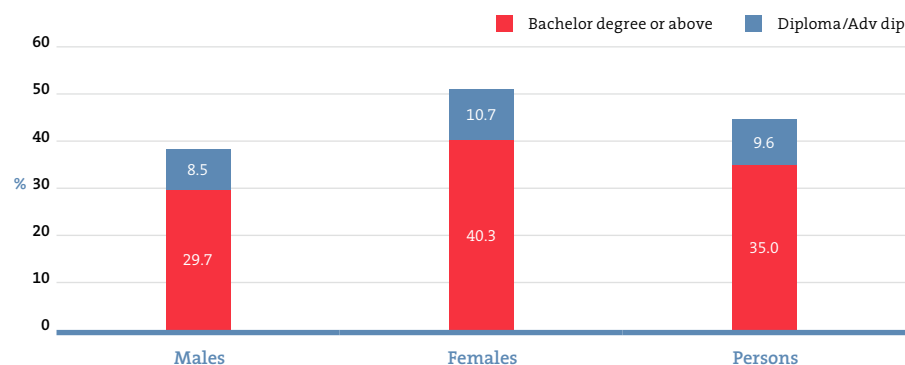
- > Against the Bradley target of 40%, there has been a steady rise in university-level attainment among 24 to 35 year-olds, from 24% in 2001 to 35% in 2011.
- > More females (40.3%) than males (29.7%) have a bachelor degree or above.

In terms of the COAG 90% attainment target, there has been a slight fall in the percentage of 20 to 24 year-olds attaining Year 12 or equivalent.

- > *Survey of Education and Work (SEW)* estimates for 2011 indicate 82.7% of young Australians aged 20 to 24 had attained Year 12 or Certificate III or above, which is below the figure from the previous year. This apparent decline may be linked to the downturn in apprenticeships a few years ago, and thus a legacy of the global financial crisis.

Percentage of population with higher level tertiary qualifications, by gender, 25 to 34 year-olds, Australia, 2011

SOURCE: ABS *Education and Work, Australia* (2011) (Microdata: Basic CURF)





## IDENTIFYING THOSE MOST IN NEED IN TRANSITION

The numbers of young people who are at risk of being marginalised in transition from school to further study and work can vary depending on the way they are defined and identified.

If defined as those not engaged in full-time education or full-time work, this group can include up to a quarter of 20 to 24 year-olds.

- > Less than 1% of teenagers and about 2% of 20 to 24 year-olds in 2011 combined part-time study and part-time work.
- > Assuming the percentage of teenagers combining part-time study and part-time work is about the same in 2012, adding this figure to the percentage engaged in full-time study or full-time work still leaves almost 14% of teenagers who could be described as being at risk of being marginalised. This figure is much higher (23%) 20 to 24 year-olds.

Overseas researchers define young people not in employment, education or training (NEET) as a major category of disadvantage.

- > NEET are young people not engaged in education or work and represent a group who may be at risk of social exclusion.
- > Estimates of the extent of NEET among 15 to 24 year-olds in OECD countries in 2009 varied from about 5% in Luxembourg and the Netherlands to 20% in Spain, with an OECD average of 13%.

- > There have been steep increases in the percentage of 15 to 24 year-olds who are NEET in the European countries hardest hit by recent economic turmoil. For instance, between 2008 and 2011 the rate rose from 11.7% to 17.4% in Greece, and from 16.6% to 19.8% in Italy.

The size of the NEET group in Australia is comparatively small, but still represents a significant group of young people at risk of marginalisation in making the transition to further study and work.

- > For 15 to 24 year-olds, the Australian rate of NEET based on OECD figures is 10%.

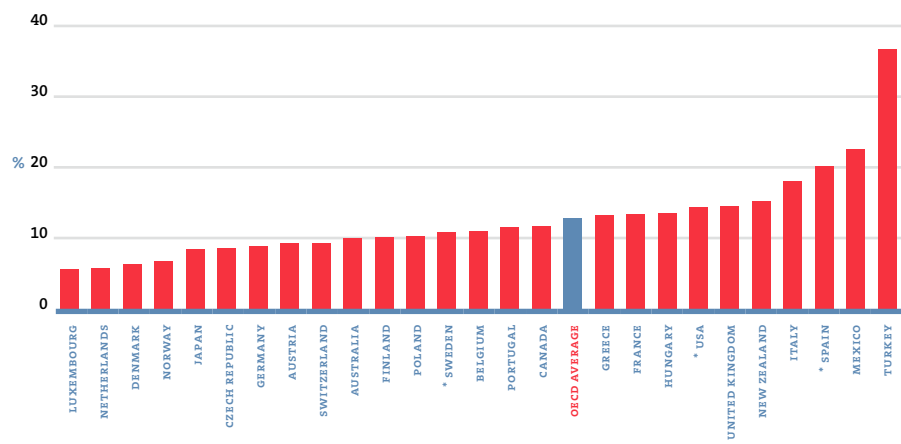
The NEET group in Australia largely comprises young people from disadvantaged backgrounds.

- > There is diversity among the NEET group, but the disadvantaged are over-represented.
- > LSAY data show that among young Australians aged in their early twenties in 2010, rates of NEET were more than three times higher among Indigenous youth and those with a disability (in each case around 20%) than among others (around 7%).
- > Low SES students were more than twice as likely (13.8%) as high SES students (5.2%) to be in the NEET group.
- > Poor achievers at school and young people who had low levels of educational attainment were more likely to be NEET: 30% of those who had left school at Year 9 or below were in the NEET group, compared with 6.5% of Year 12 completers.

NEET rates in selected OECD countries, population aged 15 to 24 years, 2009 (%)

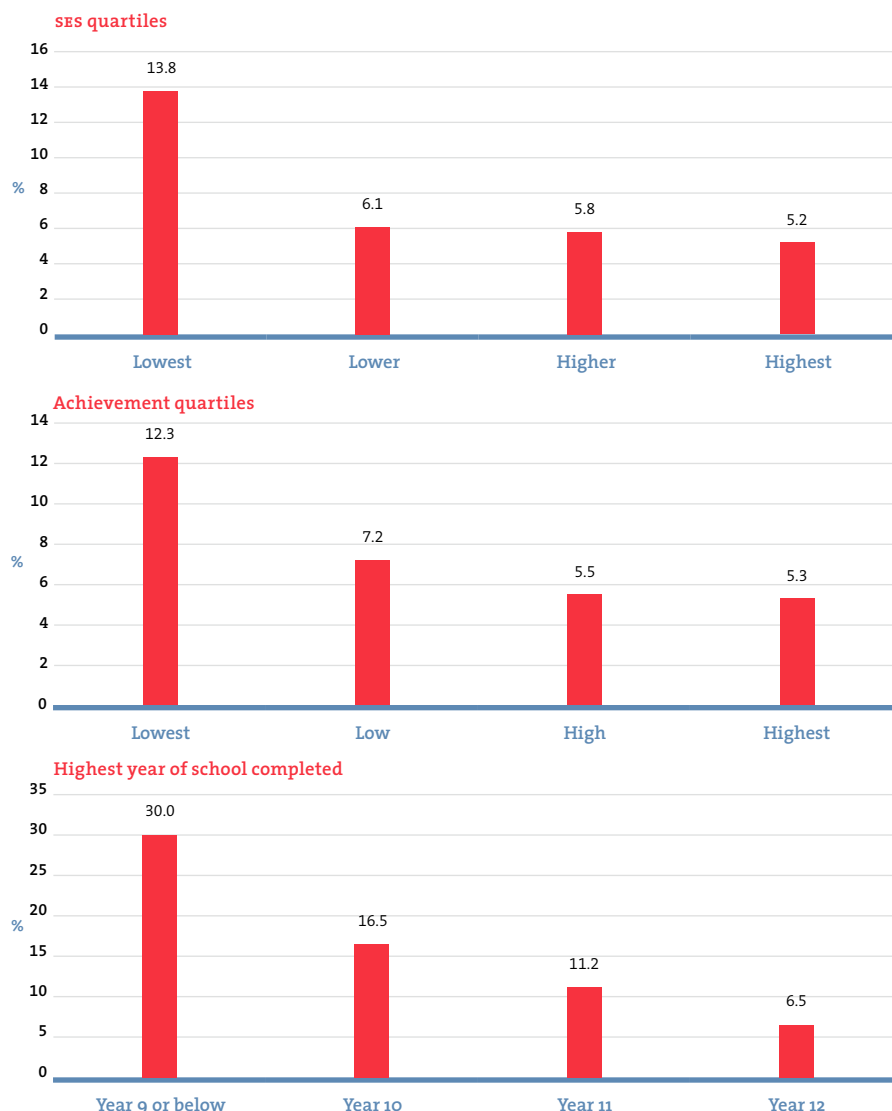
SOURCE: OECD (2010)

NOTE: \*Ages 16 to 24 years not 15 to 24 years.



NEET rates by selected background characteristics, 22 year-olds in 2010 (%)

SOURCE: LSAY YO3 cohort



- > NEET is more likely to be an ongoing rather than transitional situation for young people who are the most disadvantaged: those from the poorest families and with the lowest levels of educational attainment. While 7.3% of the lowest SES quartile were NEET in both 2009 and 2010, this figure was just 1.3% for the highest SES group. And compared with those who had completed Year 12 or a Certificate III, almost five times as many young people who had not attained this level of education were NEET in both years (10% compared with 2.2%).
- > Lack of engagement with school may be a predictor of later NEET status: compared with young people who were actively engaged in work or education in their early twenties, those who were NEET had less positive views about school and their teachers when they were teenagers.

As a category, NEET refers to economic and education outcomes, but it can have adverse social consequences as well. Some evidence about this comes from comparing

young Australians aged 18 to 24 years who were NEET in 2010 with others who were engaged in employment, education or training.

- > Civic engagement indicated by volunteering is less likely among the NEET group: 8.4% had participated in voluntary activities, compared with 29.4% of others.
- > Homelessness is more prevalent: 22.9% of those who were NEET had experienced a spell of homelessness, compared with 9.9% of others.
- > Levels of personal wellbeing measured by satisfaction with various aspects of life are lower. LSAY results for young people in their early twenties in 2010 indicate that those who were NEET were less satisfied with their lives overall, 91% saying that they were happy or very happy, compared with 98.5% of others. In most aspects of life there was a difference of about 10 percentage points between the two groups, with even larger gaps on satisfaction with career prospects and the money they received each week.

[www.fya.org.au](http://www.fya.org.au)

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